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Manuscripts concerned with controversial issues are welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

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DECEMBER COVER

The cover picture shows construction progress on the new Home Economics building at Indiana State Teachers College. When completed, the structure will be one of the most modern facilities in the country. (Photographs furnished through the courtesy of the Audio-Visual Center, I.S.T.C.)

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THE TEACHERS COLLEGE JOURNAL



A Challenge

HARRY E. ELDER

REGISTRAR EMERITUS, AND ACTING ASSISTANT PROFESSOR OF EDUCATION
INDIANA STATE TEACHERS COLLEGE

By the time one's age reaches the half century mark he has had ample time and sufficient cause for appreciation of the many persons and opportunities which have helped to enrich his life. One has only to recall the relatives he has known . . . great grandparents, grandparents, parents, his spouse, his children, his grandchildren, etc., to become convinced of the fact of his indebtedness. In short, the present is only a continuation of the past and the future is an extension of the present which, in turn, is an ever moving pivot around which our influence and our activities revolve.

When one fully realizes his debt to the past he becomes more cognizant of what he owes the future and he begins to ask himself such questions as: Am I running a good race? Am I consciously or unconsciously impeding others? Is my influence contributing to the betterment or detriment of society? If my

teachers of years ago could evaluate the activities, successes, and failures of my life, would they be happy or unhappy? Would they feel that their influence upon me had been constructive and positive or destructive and negative in nature? Would my fifth grade teacher of long ago still recognize my handwriting as a fair imitation of his? Was not his handwriting a facsimile of that of one of his teachers? (We happen to know that it was!)

When one sees the effect of past associations upon his own life and then attempts to evaluate his influence upon those with whom he has been closely associated, he becomes aware of the responsibility he carries for the upgrading or the downgrading of future civilization. He can never forget that the whole is equal to the sum of its parts; this axiom is as applicable to personal influence as it is to tangible or material objects.

Next to one's parents or guardians it is undoubtedly true that teachers have had more influence in the molding of character and personality than any other social group. From the age of six to the completion of one's formal education it is the school . . . at the elementary, secondary, and collegiate levels . . . which molds the habits and largely determines the ideals and attitudes of the rising generation; the teacher stands "in loco parentis." Therefore, one may conclude that the quality of civilization at any given time is the sum of all hereditary and environmental factors which have affected the lives of persons who have lived in the past and which are affecting those now living. Today is the child of yesterday and the parent of tomorrow. This thought should be uppermost in the minds of all who are preparing to serve in the homes, the churches, the schools, the industries, and the governments of tomorrow.

An Experiment in Group Conferences With Parents

FREDA DYSERT

PRIMARY TEACHER, PINE VILLAGE, INDIANA

Somehow there has developed among teachers generally the fallacy that parents cannot understand the intricate processes of education. Hence, there has been some effort to keep them unaware of much that goes on at school, and cloaks of mystery have been wrapped about even those affairs which must be discussed with fathers and mothers. Perhaps there was hope of creating an illusion that teachers are always right and can never be wrong.

A large part of the criticism now circulating about the schools may be the result of this attitude.

Time was when parents sent their children to school with the admonition that they were to obey the teacher implicitly. If the teacher found occasion to use the rod, it would be used again when the offender reached home.

But times have changed. So have parents and children,—and schools. Today's problems lie in keeping parents informed about the methods being used in our schools, and the reasons which make those methods feasible. It is to the teacher's advantage to bend every effort to interpret those methods to the parents, in order to obtain their co-operation in achieving the desired results. No teacher can be really successful without that co-operation.

Much is being said and written about the best way to interpret the schools to the public. There are those who believe that individual conferences with parents solve the problem. But even where this method is used extensively, experience has shown that a great amount of time is consumed reiterating facts which could well be explained to a group of parents at once. There are occasions when individual interviews are necessary to discuss problems too personal for group consideration. But they are the exception rather than the rule.

Letters are another of the ways in which parents can be informed of school problems and accomplishments.

Here again too much time can be expended for the results gained. A mimeographed letter lacks the personal element which is needed in such a contact. Individual letters require excessive effort on the part of the teacher if each one is to say what needs to be said without offending or without sounding factitious. A word ill-placed or ill-chosen can change the meaning of the message. Consequently, putting ideas on paper must be very painstakingly done.

Few parents come to visit classes frequently or regularly. There is little chance to meet in this manner more than a fraction of those with children in any given room and to discuss problems incidentally.

However, the fact presents itself that the need to talk with parents is greater than ever in view of the amount of material being published which offers unhealthy pictures of our institutions of learning. Public relations is a part of the job of every teacher. The schools must be defended where the attacks are false, and changed where criticisms have a justifiable basis.

Among facts which can be revealed to parents through interviews are information about the way teaching is done and why, the facilities available for use in departmental work, the way in which individual differences are met, and the uses of the cumulative records kept for each child.

The fund of knowledge which the parents reveal to the teacher in their talks with her are invaluable in helping her to understand the child's attitude and actions.

Granting that these are important reasons for talking with the parents, there still remains the handicap of time. Following is the story of an effort, through group discussions, to interpret the philosophy and methods of one classroom to the people in that community. It could be the story of any teacher who felt that she needed

the friendship and help of the parents in order to reach the desired goals. Besides a sincerity of purpose, the only other requirement would be the sympathetic understanding of the school's administrators. Without their encouragement, the difficulties would prove insurmountable.

Using Group Conferences. Late in 1943, the school building at Pine Village, Indiana, burned. Temporary arrangements were made for classes in three churches in the little town, and use was made of other buildings as well. At soon as possible, government barracks were obtained. The erection of a new structure was impossible during the war, both for reasons of finance and priority.

Needless to say, the situation was trying for both the teachers and students. The barracks were heated mainly by stoves. Rooms were separated by only partial walls, with openings left above and below for air circulation. Seats were barely far enough apart to permit passage down the aisles. The restrooms were in the gymnasium and inconvenient to reach from the classrooms. The barracks were not lined, and snow and rain dripped through to add to the misery. It was hard to obtain teachers to work under these conditions when other jobs could be found easily. It was even harder to retain the teachers once they had been hired.

Eight years later, in 1951, a new school building was completed. Not only were the parents glad to see the children move into more pleasant surroundings, but they seemed to realize how difficult the situation had been for all concerned. Many came to school early in the years, anxious that any deficiency the children had in basic procedures be understood and overcome as effectively as possible, and volunteering to help in any way.

It was on such a foundation that the first attempts at group conferences were held in Pine Village School. The

children in the third and fourth grades prepared simple programs for their parents. No formal practice, as such, was ever held. The offerings were of their own selection and on a purely voluntary basis. After the program, the children showed workbooks and test papers to their parents. The children took the initiative in demonstrating what had been accomplished. When an explanation of the work was called for, the teacher led the discussion.

Since the school had a definite testing program, the final meeting with the parents came after achievement tests had been finished in May. The tests were marked to show the comparable score for the previous year, the scholastic attainment the children were expected to reach for their age and grade, and their achievement in the current year, as indicated by the test just completed. An explanation was made of the technical background of standardized tests, and the directions and time limits were clarified.

The contacts had been particularly pleasant, and the fellowship of teacher and parents had been satisfying. When the teacher was assigned to first and second grades for the next year, it seemed proper to apply to that level the same type of relationship.

It had not been the custom to give a readiness test to beginners in Pine Village School. But there was an established visiting day in April. The schedule was arranged to permit the readiness test to be given on this day, and for the mothers to examine the papers afterward. The conversation turned from the tests to education in general, and questions were asked about the methods used in teaching children to read. So, as activity in the classroom often leads to other activities, this group discussion reflected the need for further conferences.

At the end of this second year of group conference experience, inventory was taken of the outcomes. The parents had shown by their increased attendance and their added co-operation that they liked the idea. They indicated an added responsibility for their children's progress. They expressed



The pupil shows sample of work to parents

a clearer understanding of the problems the teacher faced in dealing with so many personalities possessing such a wide range of abilities. These outcomes were evidenced by the attitude exhibited and the comments made by these parents.

Profiting from the past, the teacher had made an extra effort to get acquainted with the next crop of beginners even before visiting day. All the data about the readiness test which had previously been withheld were presented to the parents in advance this third year. Then they were called together again to learn the results, and to discuss the areas which were in need of more attention.

These beginners were quite widely separated in abilities. Reviewing what had been accomplished in the past, and basing faith in the continuation of that co-operation in the future, permission was obtained from school administrators for use of the primary room for a six-weeks term of kindergarten to begin early in June. Only those who were eligible to enter first grade in the fall could attend.

The kindergarten would permit additional readiness work to be done. The children would have more independence to aid them, as well as the teacher, when school opened.

Both first and second grades work under the direction of one instructor. However educators feel this to be,

there is small difference in the management of such a classroom, and the management of a classroom with only one grade, which usually includes as many or more children. There is the same variation of ability with which to cope.

It must be granted, though, that in the first few weeks in a dual-grade room, the teacher often finds herself strangled by young children who are so dependent that they cannot work alone even for a few minutes. At the same time, the second grade is anxious to move ahead. It is this trying time that the kindergarten was designed to overcome.

At the beginning of the 1954-'55 school year, an informal questionnaire was sent to parents whose children were enrolled in the first and second grades. They were asked to comment concerning the conferences. Since their children had attended kindergarten, now in its second year, at least three meetings had already been fulfilled with these people.

One hundred per cent favored the conferences. Similarly, they requested them about every six weeks. They were evenly divided on the question of one or both parents attending. Two-thirds of them preferred a combination of discussion, movies, and speaker for program material. One-third requested the discussions altogether. No special topic or program was suggested, al-



Parents examine the pupils' work during the group conference

though several listed children's problems or school problems in general.

So, for the second year, the practice has been to have two meetings before the opening of kindergarten, one at its close, and five during the school year. Exceptions are made when other school functions interfere. Thus it is possible to have more frequent contacts with the parents, using less of the teacher's time, than through any other method.

It has been shown that the parents are not too concerned with the program, if it is about children in general, and their own in particular. Every teacher has a wealth of material at hand to use for discussion in the group conferences with parents.

Programs for Group Conferences.

One of the ways to demonstrate what is being done in the classroom is to exhibit the children's workbooks. Here are available samples of the daily lessons, kept in compact form, with progress clearly visible. These facts make the workbooks ideal for the purposes of the group conference. Each parent will be interested to know what *his* child is doing.

Not only can the workbooks tell this story, but they also reveal the type of work the *teacher* is doing. It is not unusual to find these aids being used as busy-work or color books or just ignored altogether. To be effective, they must be directed.

The children are much more careful in the habits they reveal through the workbook pages when they realize that their parents spend some time inspecting the books at conferences.

Another part of regular school life which helps in the interpretation of methods to the parents is a demonstration of filmstrips employed in the classroom. Individual differences show up so plainly that nothing more will need to be said. But the teacher should take care not to practice the children on the material to be presented.

The educational movie is also helpful in bringing a message or pointing out a problem.

In every community, there are outstanding people who can aid the group conferences with talks relating to child psychology, child development, parental responsibility, or health. Doctors, nurses, school administrators, court officials, and welfare workers will usually be glad to serve the school and the public in this manner.

Achievement and readiness tests can be discussed with the parents. Aptitude, interest, and personality tests often given to older students would be interesting to explain. One conference period each year might well be used to allow the parents to hear the directions read and then pretend to take one of these tests themselves. The parents will be glad to know the background for such examinations, the reasons for

administering them, and the uses to be made of the results.

At the start of a new school year, an outline of the work to be done in each subject can be presented. For instance, the type of material for reading classes, the ways in which new words can be taught at that grade level, and plans to allow for individual differences can be revealed. Parents will appreciate the extra labor the outlining entails, and will be better able to understand the problems of the teacher and the child.

A round-table discussion will often reveal felt needs. In making suggestions or asking questions, parents may disclose mistaken ideas or concepts. These can furnish the foundations for other group conferences.

Meetings must begin on time. Too many school functions are called for 7:30, only to begin at 8:15.

The length of the programs should be fairly uniform from meeting to meeting, since the children will usually be left in the care of another person. It is only fair to keep a time schedule which can be counted upon.

Teacher and classroom are on display during the group conference. Both should be at their best. The teacher should be neatly and appropriately dressed. The room should provide an attractive setting. Like the home, the classroom reflects the personality of the individual in charge.

Simple refreshments graciously served at the close of the conference help to perfect the meeting. A little table decoration, a party atmosphere, and a good cup of hot coffee emphasize the sincerity of the teacher's welcome.

Inevitable Problems. It would be unfair or untrue to attempt to convince others that no problems are involved in working with parents through group conference methods. But most of these are the problems which exist in any community, with any school, and are not caused or heightened by this activity. In fact, it prevents some difficulties found in individual conferences. It avoids many which would appear through misinformation.

In considering parents who cannot be transformed, it is well to remember that teachers are not perfect, either. When discouraged, it is easy to believe that one critical voice is the voice of the entire community. Criticism travels faster than praise. But count the parents who help and defend and befriend. There are many more of this kind. The teacher's most valuable asset is their knowledge of her efforts to fulfill to the best of her ability the obligations of her profession.

Parents' Reactions to Group Conferences. It is easy to judge by attendance whether the parents like group conferences. But the true test lies in their sentiments when their children are promoted to another grade level.

In order to draw conclusions concerning the opinions of parents in regard to this type of reporting, a survey was made recently in Pine Village School. A letter accompanied the questionnaire sent to the parents of the first fifty children on the school roll who had been invited to participate in group meetings. These children are members of the first, second, third, and fourth grades. Consequently, some of these parents are no longer attending group conferences. A stamped, self-addressed envelope was enclosed with the questionnaire. Thus it was not necessary to disclose identities.

Eighty per cent of the questionnaires were returned promptly. It is fair to assume that a few were lost before reaching the parents, for the letters were sent home with the children. Some were addressed to parents who had shown little interest previously. Doubtless, they felt no compulsion to answer. A few were returned after the answers were compiled and are not included here.

It will be noted that those who returned the paper were those who had attended regularly. These parents felt that the meetings had been helpful, both from the standpoint of their own child's progress and with school problems in general. They indicated a loss when the meetings were no longer available. While the majority agreed that there was need for conferences at

other grade levels, the only variation in thinking came in choosing those levels. The greater percentage preferred that the meetings be held either with parents of children in the first six grades or throughout the twelve grades. Those who chose the latter seemed to favor some combination of group conferences and Parent-Teacher Association for upper-grade consultation.

The last question asked for suggestions to establish an even better relationship between parents and teacher. While limiting their suggestions for improvement to possible home visits by the teacher, and visits to classes in session by the parents, numerous footnotes of encouragement and appreciation were added.

It seems clear from the answers given by these parents to the questionnaire that group conferences meet with approval. They expressed a need for them at other grade levels. They are truly appreciative of the teacher's efforts in making the meetings possible. What better way to establish a rapport which will be of benefit to the children?

The Materials Center

In the December 1, 1954 issue of *Library Journal*, Robert B. Downs, Director of Libraries, the University of Illinois, contributed the article entitled "Are Books Obsolete?" in which he concludes that librarians have joined or absorbed the other media of communication. "Books," he writes, "continue to be our basic tools, but we are using a wide range of auxiliary devices . . . instead of letting the so-called audio-visual materials steal the show from them, progressive librarians everywhere are simply incorporating these instruments into their varied arsenal for the dissemination of ideas."¹

179:2269-2273

QUESTIONNAIRE RESULTS

1. Did you like the group meetings of parents and teacher?

Yes 100% No 0%

2. Did you attend the meetings regularly?

Yes 90% No 10%

3. Did you feel that you had a clearer understanding of your child's school work because of these meetings?

Yes 100% No 0%

4. Were the meetings helpful in giving you a better knowledge of school problems in general?

Yes 95% No 5%

5. If your child is no longer in my room, do you miss the contacts that the meetings gave you?

Yes 65% No 0%

Doesn't apply 35%

6. Would you recommend that the meetings be held *only* with parents of first and second grade children?

Yes 5% No 83%

No answer 12%

7. If you answered 'no' to the 6th question, in what grades do you think the meetings would be helpful?

All grades 27.5% 1 to 6 50%

1 to 3 2.5% 1 to 4 5%

No definite answer 15%

SAMUEL J. MARINO

DIRECTOR OF LIBRARIES, INDIANA STATE TEACHERS COLLEGE
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This broadened pattern of library service is more or less evident in all the areas of librarianship. The College and University library has at least microphotography and phono-records, the medium and large public library has phono-records and since World War II has come to be expected as the community center of films; the medical library utilizes refined methods of microphotography for record keeping. And librarians, in general, are and have been concerned with the totality of audio, visual and mechanical devices and ingenuities as they affect communications and ideas. Thus the literature of librarianship lists articles, books and conferences on coding, microcopy, the electronic brains, film

composing machines, descriptive cataloging of phonorecords, books in raised characters, motion pictures and filmstrips.

But the area of librarianship which is most completely oriented towards a new concept is school librarianship. The school library is now a materials center, housing and servicing the full range of instructional aids from the book and magazine to the motion picture. Perhaps the most articulate statement of this new concept is made by Louis Shores, Dean of the Library School of Florida State University.

...there is one world of instructional materials, not a trichotomy of audio-visual, library, and textbook kingdoms... separate audio-visual, library, and textbooks centers in the school are educationally confusing to the ultimate consumer, administratively unsound and financially uneconomical.²

The Library School at Florida State offers library science courses which exemplify this concept. Examples of courses taught at Florida State in the Library School in addition to the core library science courses are Printing and Publishing, Cinematography, Basic Communications, Correlation of Radio and Recordings with Audio-Visual Aids in Education, with courses listed as offered by other instructional departments, Public Relations (Journalism), Typography, Reading Clinic (Education).

The state of Florida became one of the major proponents of the concept of the school library as a materials center where the State Department of Education at Tallahassee published *The Materials Center* as Bulletin 22c of the Florida Program for improvement of Schools.³ This represents the publica-

tion of a manuscript which was in the process of development and refinement for three years. A group of Florida school personnel first met for six weeks in the summer of 1951. The bulletin manuscript was then examined by many interested people and in the summer of 1954 the manuscript was revised and presented to the State Department of Education by Mrs. Sara Krentzman Srygley, Assistant Professor, Library School, Florida State University.

Florida certification provides for restricted and full certification of instructional materials personnel on the school level and also licensing of supervisors. *The Materials Center* is designed to satisfy a demand for a single publication concerned with the selection, administration and use of all types of instructional materials.

The Materials Center is divided into two parts, the first concerned with principles, the second replete with specific information, well illustrated. An unusual feature is the Annotated Table of Contents to Part I which gives in brief form the basic principles of planning intended to be helpful to administrators, supervisors, teachers and parents. The Chapters of Part I then amplify these principles and give more detailed explanations. Some of the chapter headings are: "What is a Materials Center?" "Why have a Materials Center?" "Who is Responsible for a Materials Center?" "What are the kinds of Materials Centers?"

In general, Part I is outlining and advocating a school library turned materials center where equal consideration is given to all types of instructional materials needed for the school's program in an economical and efficient manner, located for maximum convenience to those served, where provisions are made for cooperative evaluation, selection, and administration of materials by all who use them, and where these resources are made accessible through logical arrangement, adequate indexing, continuous physical upkeep, and flexibility in circulation procedures, adequately financed,

manned at least in the larger schools, by materials specialists qualified in printed and audio-visual materials.

Part II is a handbook and a manual for the operation of a materials center. After a checklist of thirteen categories of materials likely to be handled in a materials center, Part II continues with criteria for the selection of both the materials and, equally important equipment. There are listed thirteen points to consider when judging world maps, twelve points for projection equipment, with additional criteria for three types of projectors. Standard book selection aids are listed, and for magazines the checklist is coded for suitability in elementary, junior or senior high school.

As aids to processing of printed materials, an abridged outline of Dewey Decimal Classification and subject headings useful in organizing materials are included. Some of the processing routines for books are questionable. Few libraries, if any, still use an accession book, and it is only time consuming to enter the trade information on the page following the title page. It would be far better to use a practice recommended many years ago, that of typing the trade information on the shelf list card after the accession number to eliminate both the accession book and notation in the book. Surprisingly, the practice of shelf list card containing trade information is recommended for Audio-Visual material on page 75. There should also be a statement concerning Library of Congress printed cards. The book selection aids recommended, for example, *Booklist*, give LC numbers, and if at all possible, these cards should be purchased when Wilson cards are not available.

The classification of audio-visual materials as outlined is sensible, that of using the accession number preceded by the identifying symbol for the type material; for example, a film with the accession number 159 would have the call number F159.

The lists of firms offering frequently used services are certain to be helpful: Book Jobbers, Maps and Globes, Producers and Distributors of Educational

²Louis Shores, "Union Now: the A-V Way and the Library Way," *Educational Screen*, March, 1955, 34: 112-113.

³*The Materials Center*. Florida Program for Improvement of Schools. Prepared under direction of Sara Krentzman Srygley (Tallahassee, Florida: State Department of Education, Bulletin 22c (1955) 136p. \$1.50)

Films, are just a few of these lists of useful compilations.

There are floor plans for quarters for a Materials Center, as well as specifications for shelving, cabinets, and other built-in equipment. The latter is not complete nor entirely up to date. Partition shelving in steel or wood for recordings and pamphlets should have been included in this section, as well as the Cello Clip Cabinet (Globe-Wernicke) for prints, posters, maps and other flat material.

In general, *The Materials Center* is a preliminary and experimental compilation of information useful to a school library turning materials center. The Florida State Department of Education is to be congratulated for publishing this, a concrete illustration of what can be done under the unity of materials concept. As the State Superintendent of Public Instruction, Thomas D. Bailey, writes in the Foreword on page 3:

...good teachers use materials to complement and supplement each other, and there is little competition in such instances among types of materials.

Florida does not stand alone in embracing the concept of unity of materials. The Office of the Superintendent of Public Instruction, State of Washington in 1950 published *A Temporary Guide for the Instructional Materials Program* in which on page five the statement is made that most educators in the State of Washington are convinced that the educational needs of pupils and teachers can best be met through an integrated materials service. The instructional materials center is to be the library, the audio-visual center, the clearing house for learning experiences in the community and the teachers' and students' source for help in meeting their learning needs in their learning situations.

School libraries in Indiana have been moving in the direction of instructional materials centers since the early 1940's when curricula were revised in the universities and colleges offering school library training, and

instruction in non-print materials was included. In 1945, upon recommendation of the State Library, the position of School Library Advisor in the State Library was changed to Director of School Libraries and Teaching Materials in the State Department of Public Instruction. The position continues to be sponsored jointly by these two agencies. The 1951 General Assembly enacted legislation properly establishing the Division. The functions of the Division are to initiate and superintend the establishment and maintenance of school libraries and instructional materials centers, and supervise and approve such school libraries and instructional materials centers.

It was probably the intent of the Legislation, as surely it was the intent of the Council of the Indiana Library Training Agencies who prepared the curricula changes in the early 1940's "incorporating" as Dr. Downs has put it "these instruments (audio-visual) into the arsenal," to create one Division with supervision of school libraries of the changing concept.

The Revised Rules of the Commission on General Education of the Indiana State Board of Education pertaining to school libraries and teaching materials (mandated August 3, 1955) define a library as "an area or areas where instructional materials, organized for use, are housed to provide easy access for pupils and teachers." In each of the four categories of schools, standards are ruled for expenditures for new library books and audio-visual instructional materials. A certified school, the lowest, is required to spend \$1.25 per pupil enrolled, the Special First-Class Commission, the highest category, is required to spend \$2.50 per pupil. In each case, the statement is added that no part of the sum shall be spent for projectors, shelving and other equipment.

Perhaps on the basis of these revised rules an administrative assistant in the Division of School Libraries and Teaching Materials has been designated in charge of Audio-Visual Educa-

tion. Working within the framework of the Division, audio-visual education can perform a service and advisory function to the schools and their materials centers.

Indiana certification provides for Provisional Certificates for school librarians in both the elementary and secondary schools and the Librarian's First Grade Certificate. One may qualify for the Certificate for Supervisor of School Libraries and Teaching Materials at Indiana University and Indiana State Teachers College.

It is probably only a question of time until Purdue University and Ball State Teachers College will request approval of the Indiana Commission on Teacher Training and Licensing to offer the certificate for Supervisor of School Libraries and Teaching Materials. Both Purdue University and Ball State Teachers College have an integrated program of library, library science and audio-visual under direction of the Director of Libraries. At Indiana University the audio-visual program and the library are independent divisions, with the Division of Library Science under a separate Directorship. Indiana State Teachers College has a unique program with an audio-visual center and library under separate directors. The Director of Libraries is also chairman of the department of library science. However, the library has a Teaching Materials Center which houses and services all instructional aids except motion pictures. Paradoxically, Miss Margaret I. Rufsvold, Director of the Division of Library Science at Indiana University where library science and audio-visual are independent, is the author of the authoritative text, *Audio-Visual School Library Service*.¹

Not all librarians are eager to grasp the new devices of communication and incorporate them into their arsenal. The view of Downs may be termed middle-of-the-road, with some librarians shunning all new innovations, others going along with Lester Asheim.

¹Chicago, Illinois, American Library Association, 1949.

Dean of the Graduate Library School of the University of Chicago who states frankly:

For there is nothing eternal and God-given about the format and dimensions of the book as we happen now to know it. Natural as the Codex form of the book may seem to those of us who were brought up on it, it must be remembered that such a form is comparatively new....⁵

He goes on to concede that the book may remain in fields where verification and reflection are important, provided the new devices do not take over

completely even in the areas of basic thought, in which case, "we stand to lose much."⁶

Yet, in general, the trend in the profession is towards integration of the new devices with the printed form. Library schools and departments of library science either have specialists in audio-visual materials as faculty members who teach these courses as library science or they require students to take audio-visual courses from the instructional or audio-visual department which offers these courses. In any event the library science student is generally imparted the notion that in

audio-visual he is not concerned primarily with motion pictures or other commercial materials, but the broad program of communication of ideas, no matter what the medium. This concept, which some term multimaterial or cross-media, is the great idea behind the materials center.

⁵"New Problems in Plotting the Future of Book," *Library Quarterly*, October 1955, 25:283-84.

⁶*Ibid.*, p. 292.

Teachers and the Teacher Selection Program In India

STANLEY B. BROWN

ASSOCIATE PROFESSOR OF EDUCATION, UNIVERSITY OF COLORADO

Dr. Brown is an associate professor of education, University of Colorado and was a Fulbright visiting professor in India, 1954-55.

India is a land with an ancient cultural heritage that has suddenly found itself one of the "newest" in our world system. In this *new nation* a much desired Freedom and hard won Democratic way of life are being carefully nurtured and attended by India's fine leaders. Heretofore denied privileges and concomitant responsibilities are being met with a courage and fervent

desire for the betterment of all men in this land of divergent contrasts. It is within this framework that many Indian teachers — truly men and women of vision — accept these demands as a basic challenge in the totally new educational scheme of today. There is evidence in many schools that these teachers are doing everything within their power to set into motion an educational venture quite removed from the program of a few brief years past.

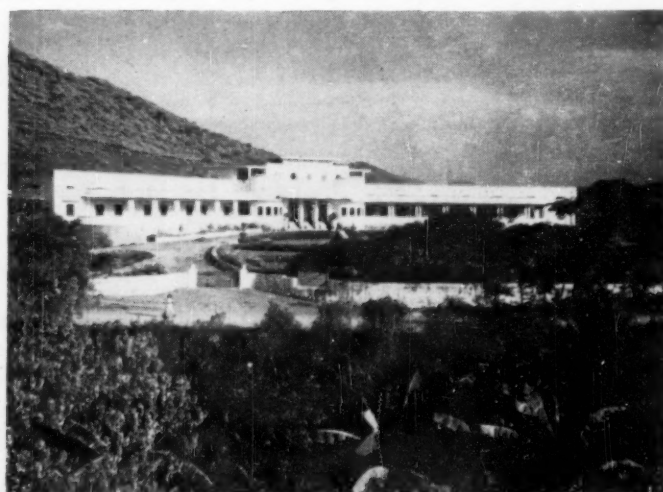
In this new Democracy, weaknesses in the teacher education aspect of the broad program seem to center largely in two main areas: (A) Lack of com-

petent teacher personnel, and (B) Socio-economic status of teachers.

It has been the writer's privilege to participate in secondary educational workshops (Fulbright program) with Indian teachers, 1954-55. During the many sessions with headmasters and teachers in areas throughout India, these fine people are becoming more aware of their role as a guiding influence in the lives of youth of today — India's citizens tomorrow! This is substantiated by most teachers' awareness of the role to which modern India has committed itself in its ambitious three five-year plans, the first of which is now in vogue.

The year 1947 will go down in India's tangled history as a memorable year. The change from its former status to a newly created Independent Democratic Nation opened many previously closed avenues in this fresh new way of life. The establishment of a Free India with society pledging itself to the objective of universal, free, and compulsory elementary education necessitated a whole new program of action.

The task of securing an adequate supply of qualified teachers assumes enormous proportions as a problem. To be realistic — the position couldn't help but be depressing in 1947: 2,800,000 teachers were needed in order to carry out the terms of the new five



The Vidya Bhawan Teachers College, Vdaipur, State of Rajasthan, India

year plan (1951-55). Unfortunately, only 561,000 primary teachers were available; and from a qualitative viewpoint, only 58 per cent of this number possessed proper academic training in one of India's 59 teacher training institutions.

Attendant with the continuing dearth of adequate teachers are other factors that, unfortunately, must be also considered in the enormity of this dilemma:

1. *Initial entrance into the profession frequently not by choice.*

A general survey of the current teaching profession in India reveals that a large number of teachers do not enter the profession by choice — but are forced into it by financial circumstances. Most students in India's institutions of higher learning aspire to enter non-teaching vocational pursuits. All too frequently, because of a drastic lack of opportunities in carrying out their plans, plus the obvious shortages of teachers in this portion of the labor force, these non-teaching major students migrate into the available outlet for them — to teaching.

2. *Teachers do not represent overall social groups in India's Society.*

Members of the teaching profession come mostly from families belonging to the lower-middle, and lower social groups. A lack of just incentive and social and financial remuneration for a teacher's strenuous activities plus unbelievably poor physical working conditions, greatly contribute to an almost totally absent representation of the upper class portion of India's complex societal hierarchy.

3. *Teachers do not represent overall economic groups in India's society.*

The children of professional men and women rarely enter the teaching profession whereas the offspring of farmers, small business men and clerks are found in abundance. Here too are similar contributing factors found in the previous category.

4. *Teaching as a stepping stone in professional careers.*

Students that have pursued professional studies other than education,

encounter difficulty in obtaining employment in keeping with their professional goals and turn to teaching as a financial stop-gap until a more lucrative position is made available. Hence these people leave the teaching profession and, unfortunately, usually make little contribution during their teaching years because of this unsettled or temporary mental and financial status.

5. *Teaching as a source of income while academically preparing to enter other vocations.*

Many teachers utilize the opportunity for further university training while currently teaching in a community where there is an institution of higher learning. These teachers also use teaching as a stop gap or stepping stone in their occupational ventures.

RETALIATORY MEASURES

From the foregoing brief consideration it appears that there are Indian teachers that are not especially talented or otherwise suitably qualified. What measures are being adopted to attract and select properly qualified Indians for the teaching profession?

India's leading educators are advocating a universal acceptance of two vital factors in connection with these basic problems:

1. *Salary Considerations*

Teachers in India receive an unbelievably low income which necessitates a marginal or poor standard of living. The dark picture has its silver lining as the plight of these important community leaders is being recognized. The second five year plan (1956-60) contains concrete provisions for the allocation of funds and thus commences the beginning of a long term improvement program for India's teachers. The satisfaction of economic needs by increasing the salaries of teachers so that young men and women of intelligence, ability, and desirable character will be attracted to the profession must be met if this basic difficulty is to be successfully solved. There appears to be no other alternative.

2. Status Considerations

Teachers are beginning to receive due recognition and appreciation from India's populace. All too often teaching has been called a "noble profession" and granted a low position in social status. Fortunately, by means of radio broadcasts, newspapers, speeches and similar mass media of communication this unjust attitude is undergoing a drastic change. The status of our own teachers at the turn of the century was similar in many respects to the current problem in India. Many of the same methods of acquainting lay people of the importance for good schools and educational programs are being employed with favorable results. At strategic places in India we find teams of the Government of India Educational Departments, UNESCO, United States Educational Foundation in India, UNICEF, Technical Cooperative Mission (FOA), World Literacy and other fine workers engaged in the tremendous task of stressing the importance of literacy and the teaching profession. The second five year plan (1956-60) also contains direct as well as subtle provisions for the improvement of this problem.

DESIRABLE CRITERIA FOR SELECTION OF TEACHERS IN INDIA

The Minister of Education and his excellent staff are advocating the following suggestions in the consideration of selecting prospective teacher candidates in the 59 teacher training institutions:

1. *Academic Training*

It is recommended that Indian teachers should have a Bachelor's degree with a major in education in addition to meeting departmental requirements in two teaching subjects, or a teaching diploma and the previously stated requirement from one of India's degree granting teacher training institutions. Furthermore, it has been deemed desirable for the prospective teacher upon completion of a three or four year AB or BS degree (non-education major) to enter as a temporary member of the teaching profession for not less than

two, preferably three years. After completing this initial teaching experience, the neophyte teacher is then encouraged to enter a teacher training college for a period of one academic year and qualify for a BT (Bachelor of Teaching) or B Ed degree.

2. Practical or desirable work activities

Training and functional experience in scouting and similar youth organizations, national cadet corps (USA Jr ROTC), games and sports and social work activities in which the prospective teacher is required to participate and help guide youth in order that these teachers may receive proper training are strongly recommended.

3. Practice or student teaching experiences

Practice teaching experiences should be offered in school under the guidance of administrators and teachers that have proved themselves to be (overtly) competent and successful. Every effort should be made to lessen the gap between the undergraduate student completing his formal academic training and the true to life numerous demands and activities of the teacher "in the field."

4. Examination and assessment considerations

Another factor granted considerable importance in the selection of Indian teachers deals with test scores, academic records, and character recommendation of the prospective teacher candidate. Standardized test results in the area of general intelligence, personality and temperament are used where they have exhibited an acceptable degree of validity as valuable aids in this function. In this way, an estimate of the preservice teacher's ability and potential may be secured by combining the test results, academic records, and reference statements for the objective judgment of competent teacher selection committee members.

5. Personal Interview

The candidates personal appearance, ability to communicate and a general revelation of his interest and overall

mental approach or attitude are checked. Considerable success is being achieved by means of a personal contact such as a structured, flexible interview and the interviewing board generally includes representatives of the teacher training college that are responsible for the candidate's formal academic training.

6. Medical examination

A thorough medical examination or check-up in order to reveal candidates who suffer from serious physical defects such as impairment of the senses (particularly sight and hearing,) nervous disorders, and speech defects must be employed. In the best interest for both the candidate and society

these individuals usually are not encouraged to continue their teacher education studies and counselled into vocational pursuits congruent with a specific physical limitation.

In conclusion, it appears quite evident that the teacher education program in India has been shaped so as to keep abreast with the proposed total reorganization scheme. The existence of modern teacher-pupil communication materials, larger and better equipped science laboratories, more outdoor and functional curricular activities with a direct application to daily life most certainly point to an improved educational program taking shape in the world's "newest" nation—our friendly neighbor, INDIA.

Memorial to Jimmy Ritchey

MERIBAH CLARK

ASSOCIATE PROFESSOR EMERITUS OF SOCIAL STUDIES
INDIANA STATE TEACHERS COLLEGE

"It's another new year," was Jimmy Ritchey's cheery greeting the first day of school on September 7, 1954. For thirty-six years his year had stretched from September to September, for that was the length of time he had been custodian at the Laboratory School, Indiana State Teachers College, Terre Haute, Indiana.

He knew all the excitement of the first day of school, for he was there to greet the janitors, faculty, children, patrons and students with his usual pleasant smile and own special remark for each. He was truly a part of Indiana State Teachers College. He had the Laboratory School at heart. . . Its faculty and students . . . past and present . . . were his friends, its team was his team, and he contributed as much as any other one person, to the friendly atmosphere of the school.

He had an especially kind way with children. He was fond of them and they loved him. He always said that the real reason he liked his work so much was that he enjoyed being with children. He was never impatient with them no matter how bothersome they became and he had an uncanny sense of what child was lonely, of who needed some-

one to talk to, and he listened to their chatter as a father or grandfather might. And there were times when even members of the faculty used him as a safety valve.

The State High basketball team had a faithful fan in Jimmy, too. He seldom missed a game. He remembered all the boys who had played on the team from the beginning and loved to talk about them. After retiring he continued to attend games, sitting on the bench with the team. They wanted him there and that pleased him.

He appreciated the remembrances of former faculty and students, and took great pride in the fact that he had missed only one commencement exercise since 1916. He and his wife dressed in their best, listened intently to the exercises, and felt the same thrill that parents and teachers experience at the accomplishments of the graduates. At homecoming in 1951, he and Mrs. Ritchey received special recognition as the two people identified longest with the school; and again on honor day, May, 1952, their fiftieth wedding an-

niversary was recognized by the student body and a page dedicated to them in the year book. Mr. and Mrs. Ritchey were very pleased and happy on both occasions.

Jimmy knew what good housekeeping required. He wanted things done right. When given a specific assignment, he took responsibility for all the details and did not have to be checked on. He was not too happy as a supervisor of other janitors as it was not his nature to drive others. When supervision over him became lax and appreciation was not expressed, he was discouraged. In January, 1953, he retired without fanfare, no longer able to carry the burdens of the heavy job.

School and his wife, Mary, were Jimmy's life. He had gone with Mary

from the time they were fourteen; he had married her at eighteen; he had lived with her for fifty-one years, and he had buried her in 1953. The days without her were lonely ones but he did not burden others with his loss. He saw to it that the sweet little home remained as immaculate as she had kept it, he visited his neighbors, and with those who passed as he sat on his porch during the summer; he visited in Detroit, Michigan, and he appreciated the hospitality of friends on holidays and special occasions. For the last eighteen months he took tickets at the Grand Theater, a job he liked very much as it gave him a chance to see so many people that he knew.

His last day was a typical one — the routine tasks at home, writing of the daily letter to his niece in Detroit, the

delivering of the morning paper to the two old ladies who thought they could not afford to take it, lunch down town, the regular afternoon hours at the Grand, and the sharing of a taxi going south and east. It seems fitting that the other occupant should have been the faculty member at Indiana State Teachers College who has the longest record of service.

It is hard to think of Jimmy as gone for he was seldom ill. He was always the same, moving about with a quiet dignity, attending to his own affairs, gentlemanly and unassuming in manner, and meeting all with a ready smile and a twinkle in his eye. But it is easy to imagine him — somewhere — greeting old and new friends with, "It's another new year."

Book Reviews

A Dictionary of Linguistics. By Mario A. Pei and Frank Gaynor. New York: Philosophical Library, 1954, pp. 238. \$6.00

This is a convenient book of reference "for students and workers in the allied fields of grammar and language study, philology and historical linguistics, phonetics, phonemics and structural linguistics." The prefatory remarks outline the scope of the work; it lists in alphabetical sequence

1. traditional grammatical terms
2. terminology of historical linguistics
3. terminology of modern descriptive linguistics
4. names, affiliations, and brief descriptions of the major languages and dialects of the world, past and present.

The editors do not claim that the dictionary is either definitive or ex-

haustive; nevertheless, it covers a wide variety of linguistic terms and references. The entries range from Abakan . . . an Asiatic language, member of the Eastern Turkic group of the Altaic sub-family of the Ural-Altaic family . . . to Zyrien, member of the Permian branch of the Finno-Ugric sub-family of the Ural-Altaic family of languages. The listings and brief descriptions of obscure and relatively unknown languages from a valuable part of the compilation. The entries of technical linguistic terms are very complete; happily the editors include both old and modern terminology. This is of considerable value in the study of a science that is notorious for its changing and varying terminology. In all, the dictionary has approximately 3500 entries.

The content of the book is far superior to its mechanical make-up. The paper is of poor quality and the type is not always clean. The price of the book seems excessive.

Joseph S. Schick
Professor of English
Indiana State Teachers College
Terre Haute, Indiana

Anthropology. By J. E. Manship White. New York, N. Y.: Philosophical Library, Inc., 1955, pp 191 + VIII. \$2.75.

"Anthropology" is a primer in a field that is becoming more and more vital to understanding human societies and their complex inter-relationships. This small volume meets well the stated purpose, "to provide a short introduction to the science of anthropology." The general reader as well as the beginning college student will find the book interesting and stimulating. An excellent list of books for further study is included.

There are chapters devoted to the three broad areas of anthropology: physical, cultural, and social. The final chapter, "Applied Anthropology," briefly describes the anthropologist at work, and shows some of the practical applications of the science of anthropology in understanding human relations.

Cloyd Anthony
Professor of Social Studies
Indiana State Teachers College
Terre Haute, Indiana

Index of Education Periodicals

PILOT ISSUE

At the 1955 Midwinter meeting of the Teacher Training Institutions Section of the Association of College and Reference Libraries the Committee on Bibliographic Research was asked to consider the possibility of organizing a cooperative project for the indexing of non-indexed education periodicals and to present a concrete proposal at the 1956 meeting.

This is a pilot issue produced by the Committee and will serve as a basis for an expanded project if the membership gives its approval at the Midwinter meeting next February. Basic to the planning of this project is the understanding that as other established indexes undertake the indexing of any of the titles included in this project those titles will be dropped from the list.

The Committee is grateful to the editor of the Teachers College Journal for publishing this pilot issue and for offering space in subsequent issues if the project is continued.

Committee on Bibliographic Research

Teacher Training Institutions Section
Association of College and Reference Libraries

American Library Association

Walfred Erickson, Chairman

Katharine M. Stokes

Samuel J. Marino

with the Collaboration of James A. Martindale

List of Periodicals Indexed

Adult L—Adult Leadership

Ball State Comm J—Ball State Commerce Journal

Col & Univ Bul—College & University Bulletin

Col News & Views—Collegiate News & News

Educ'l L—Educational Leader

Educ'l Th—Educational Theory

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Firm health foundation. A. C. Offutt. *il Ind Teach* 100:146-7 N '55

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- Teacher's guide to telecourse production. *Speech Teach* 4:270-6 N '55

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- Sumer in West Germany. *Student Life* 13:6-9+ N '55

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- Professional teacher. M. Rowe. *Ball State Comm J.* 27:4-5+ N '55

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Qualifications

- Professional teacher. M. Rowe. *Ball State Comm J.* 27:4-5+ N '55

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- Technology and cultural lag. T. F. Silvey. *Adult L* 4:11-12+ N '55

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- Teacher's guide to telecourse production. D. C. Stewart. *Speech Teach* 4:270-6 N '55

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WHITE House conference on education

Indiana

- What did Indiana's recent White House Conference accomplish? R. H. Wyatt. *il Ind Teach* 100:125+ N '55

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- Health characteristics of the somatotypes. *bibliog Phys Educator* 12:100-2 O '55

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Abstracts of Theses

Biggins, Mildred E. *A Comparative Study of Pupil Ability and Achievement*. June, 1955. 59 pp. No. 761

Problem. The purpose of the study was to develop a better understanding of the pupils in Meridian School, Brazil, Indiana, through the following procedures: (1) to determine how the pupils compared with others as shown by standard norms of achievement, (2) to determine whether pupils were achieving in proportion to their ability to learn, (3) to detect inconsistencies between tested ability and achievement; and (4) to draw some conclusions as to what might account for such inconsistencies.

Method. Pupil ability was measured on the *Otis-Quick-Scoring Mental Ability Test*. Achievement was measured by use of the *Stanford Achievement Test*. The results of the two tests were analyzed and compared.

Findings. The range of I. Q. was from fifty-four to one hundred forty. Only 9.6 per cent had I. Q.'s which would class them as dull or with borderline deficiency. Over 43 per cent were normal. About 46 per cent were superior, and less than 1 per cent were "near" genius.

Based on achievement, the grade placement of pupils in grades two

through six was below grade one to grade nine.

Of the two hundred eleven pupils tested, one hundred thirty-six or 64.4 per cent were achieving at or above grade level. Seventy-five pupils or 35.6 per cent were achieving below their grade level.

The median gain in each grade was more than one year. This indicated desired progress.

Comparison of each pupil's class rank on both tests revealed significant discrepancies betwen ability and achievement.

It was noted that there were 9.6 per

cent of the pupils who were dull or bordering feeble-mindedness. The school was not making adequate provision for these children.

Further study and investigation was deemed necessary to determine why so many were not achieving in proportion to their intelligence.

Clarence R. Stuffle, *Comparison of the Adjustment of Amish and Non-Amish Children in Van Buren Township Schools*. June, 1955. 161 pp. No. 762.

The Problem. It was the writer's conviction that a teacher could not do highly successful work unless he knew the child's past progress and used this as a starting point for further instruction. The teacher, too, must know the child's ability to progress, and some of the factors which might aid or hinder desired development. Believing that personality adjustment is one of these factors, and in lieu of further instruction, it was the purpose of this study: (1) to ascertain the personality adjustment existing among comparable groups of Amish and Non-Amish pupils in grades 4, 5, and 6, of the Raglesville, Indiana, schools where the writer was a teacher, (2) to compare the adjustment of the Amish and the Non-Amish, (3) to analyze the maladjustment that was discovered, (4) to find the relationships existing among the different test scores, and (5) to compare the mental ability and chronological ages of the Amish and Non-Amish pupils.

The procedure. The data gathered in this study were secured by administering the California Test of Personality, Pinter: Aspects of Personality, The Washburne Social-Adjustment Inventory, and the California Test of Mental Maturity. After the data were secured, the analysis followed. The relationships among the test scores were found by use of the Otis Correlation Chart.

Conclusions. In light of the data gathered and the treatment given herein, the following conclusions seem warranted:

1. There is evidence of considerable maladjustment among the pupils

considered herein as measured by the various tests.

2. The Amish showed better adjustment on such items as Feeling of Belonging, Family Relations, Extroversion-Introversion, Impulse-Judgment, Spatial Relationships, and Non-Language Factors, Control, Ascendancy-Submission, Self-reliance, Sense of Personal Freedom, Withdrawing Tendencies, Nervous Symptoms, Social Skills, Occupation Relations, and Community Relations.

3. The Amish seemed to have more of the undesirable responses on the individual questions on which the combined groups had more than 50 per cent undesirable responses.

4. Areas in which there is considerable maladjustment among the Amish and the Non-Amish include Self-reliance, Withdrawing Tendencies, Emotional Balance, Impulse-Judgment, and Memory.

5. Other areas in which there is low adjustment include Anti-Social Tendencies, Sense of Personal Worth, Control, and Verbal Concepts.

6. The Amish pupils tested herein averaged 6.3 months older chronologically than the Non-Amish.

7. The correlations between the Washburne S-A inventory and the California Test of Mental Maturity (-.53) and the California Test of Personality (-.57) were high enough to indicate that a pupil having a high percentile rank on one test would probably also have a high percentile rank on the other, or vice versa. The other correlations (-.35, .40, .26, and .23) among the other test scores do indicate trends but are too low to be used in predicting probable adjustment and/or achievement.

Wilson, William Jock. *An Analysis of the Philosophy in the Poetry of Edwin Arlington Robinson*. August, 1955. 68 pp. No. 766

Problem. The purpose of this study was (1) to evolve an interpretation of the major philosophical tenets inherent in the poetry of Edwin Arlington Robinson, (2) to present an original interpretation of selected poems as well as a favorable, critical evaluation of

the poetry, and (3) to summarize current criticism and philosophical analysis of his poetry.

Procedure. A combination of the biographical and statistical research methods was used, employing data derived from various critical studies, from periodical reviews, and from commentary in various anthologies. A great deal of selectivity was used in categorizing data for different chapters, e. g. the biographical data were selected only for their possible uses in depicting the gradual development of Robinson's mind and attitude.

Findings. Robinson's life his personal failure, his poverty and self-abnegation and his continual struggle with the critics offer valuable insight into his basic attitude, pessimistic realism. His life divides into four marked phases; his years of learning, his years of knowing, his years of suffering, and his years of achieving. In the first two phases of his life from 1869-1897, Robinson is forming his pessimistic attitude. In the last two phases from 1898 to 1935, hounded by his inability to arrive at peace with his own Puritan conscience and his publishers, he achieves a mature attitude of pessimism.

His writings, the shorter poems in the first two phases of his life, and his longer poems, in the latter two phases, reveal the formation and achievement of this attitude.

Critics regard him generally as quite important, but are divided on the worth of his longer poems. The investigator regards Robinson as a major poet and finds his shorter poems truly representative of his genius. Critics rather consistently consider Robinson's philosophic position to be that of an idealist, although many qualify this by stating that his basic view of his immediate surroundings is pessimistic.

Robinson's basic philosophic attitude is illusive; his values Santayana, partially Kierkegaardian and Heideggerian, partially mystical and partially a transcendentalist. The only thing definite in his position is that he negates materialism. Yet I feel him in the overall perspective of his total work to be a pessimistic realist.

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